DOCUMENT RESUME

ED 041 569 24 HE 001 740

AUTHOR Randolph, Harland A.; And Others
TITLE The Role of College-Community Relationships in Urban Higher Education. Volume I, Project Summary and Overview. Final Report.
INSTITUTION Federal City Coll., Washington, D.C.
SPONS AGENCY Department of Health, Education, and Welfare, Washington, D.C. National Center for Educational Research and Development.
BUREAU NO BR-8-0760
PUB DATE Mar 69
CONTRACT OEC-0-9-180760-0707(010)
NOTE 60p.

EDRS PRICE EDRS Price MF-$0.50 HC-$3.10
DESCRIPTORS *Community Involvement, Disadvantaged Youth, *Higher Education, Problems, Race Relations, *Relevance (Education), Research Needs, School Community Cooperation, School Community Relationship, *Urban Education, *Urban Universities
IDENTIFIERS *Federal City College

ABSTRACT

This report the first of a 3-volume study, presents the findings and conclusions of Phase I of the Federal City College Research Project on the role of college-community relationships in urban higher education, planned as a 4-phase study. This report deals with: the background of Phase I; the approach and methods used; the principal findings of the study. These concern the nature of the relationships and social processes involved in college-community interaction, and the critical problems that must be anticipated and confronted by higher education institutions seeking to be responsive to urban problems. The specific problems that developed during the establishment of Federal City College are described, and, on the basis of this experience, a set of generic problems or fundamental concerns of "relevant" urban colleges and universities are discussed. The report concludes with a description of the special problems in conducting research on inner-city institutions and community forces, and recommends (on the basis of Phase I findings) a set of 5 high-priority research tasks for Phase II. An annotated bibliography of literature on college-community relationships is included in the appendix. (AF)

ED041569

BR 8-0760
PA24

Volume I of II

FINAL REPORT
Project No. 8-0760
Grant No. OEC 0-9-180760-0707(010)

THE ROLE OF COLLEGE-COMMUNITY RELATIONSHIPS IN URBAN HIGHER EDUCATION

Volume I
PROJECT SUMMARY AND OVERVIEW

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March 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY

The Federal City College Research Project on The Role of College-Community Relationships in Urban Higher Education was inaugurated in August, 1968, under a grant from the United States Office of Education. This three-volume report describes research activities and results from the first or pilot phase of the Project, which is planned as a four-phased study over a period of from three to five years.

This volume presents the findings and conclusions of the Phase I research. The discussion here draws on the analyses and interpretations of component studies of the Project, which are reported in full in Volume II, subtitled A Study of Federal City College, and Volume III, subtitled A Community Survey of Washington, D. C.

The principal findings of the study are discussed in relation to the nature of the relationships and social processes involved in College-community interactions. The critical problems to be anticipated and confronted by higher educational institutions that seek to be responsive to urban problems are considered from two perspectives: Specific problems that developed during the start-up phase at Federal City College in Washington, D. C., are described, and on the basis of this experience a set of generic problems or fundamental concerns of "relevant" urban colleges and universities are discussed.

The report concludes with a description of the special problems in conducting research in the context of inner-city institutions and community forces; on the basis of Phase I findings, a set of five high-priority research tasks are recommended for Phase II.

I. INTRODUCTION

Background of the Phase I Report

The founding of Federal City College in the Nation's Capital is an effort to create a higher educational institution that is relevant and responsive to the social and economic problems of urban areas and the special needs of the populations who reside there. A basic objective of FCC is to establish close working relationships--and "communication" in the braodest sense--between the College and the various communities that make up the city. It is believed that the direct participation and involvement of the College--its people and component groups--in the life processes of the city will facilitate the achievement of two goals: the provision of educational experiences that urban populations can use and will perceive as relevant to their circumstances; and the application of the institution's resources--intellectual, organizational, educational, technical, financial--to the solution of pressing urban problems.

FCC's efforts to implement effective College-community relations and achieve relevance to urban problems make it a prototype for a new generation of urban institutions of higher learning--colleges and universities that can meet the needs of the city in areas where traditional institutions have been unsuccessful. The pressing national need for more responsive urban educational centers therefore places a high premium on the success of this model--and on the careful observation of the experiences of this prototype during its early developmental phases.

The Federal City College Project, funded by the United States Office of Education, is designed to support and assess FCC's innovative approaches to education and inner-city problems, to chronicle the College's developmental experience, and to make its "lessons learned" available to other educational institutions seeking to address urban problems. The FCC Project is planned as a four-phased research effort over a three- to five-year period. The present report describes the research activities and their results for the first or pilot phase, which began in August of 1968. The report is presented in three volumes.

Volume I describes the approach to the overall project and the research tasks and results of the initial phase. The most important findings from Phase I are presented, and conclusions identifying the most critical problem areas for research to address during the latter phases of the FCC Project are described. An annotated bibliography of literature dealing with College-community relationships appears at the end of Volume I.

Volume II, subtitled A Study of Federal City College, describes major problems with which FCC policy makers must contend and recommends approaches to their solution. This part of the report is based on lengthy open-ended interviews with 130 FCC students, faculty members, administrators, and staff personnel, who were asked to discuss their views on the goals the College should have, the obstacles to achieving them, and the nature of the College as they perceived it. The interview process, results, and analysis are described in greater detail in an appendix to Volume II.

Volume III, subtitled A Community Survey of Washington, D.C., describes a survey of community leaders, educators, secondary school students and their parents, and other young people who are potential FCC students. Respondents were asked about their perceptions of FCC's role in the community and more specifically about its usefulness and nature as they perceived it. Also included as appendixes are a description and review of community-oriented activities being conducted by other educational institutions in the D.C. area and a case history of one such activity.

The Overall Concept of the Research Study

To challenge the relevance and usefulness of traditional concepts of the role of the higher educational institutions is to raise difficult questions. If the college is no longer to be "isolated" or set apart from the complex social processes of the city, for example, how should it relate to its various publics or communities? At what level should it seek solutions to urban problems? To what extent should it become an active agent of social change? Which of the big problems--race relations or primary education, social services or crime, housing or transportation--should it or can it address effectively? How should its curriculum and instructional policies be organized to motivate and educate inner-city youth? And given the range of potential activities thrown open by the requirement to relate to the various communities of the metropolis, how should the institution's resources be allocated between, say, the classroom and the "outreach" project, or academic salaries and student aid?

Given an established institutional and organizational framework, of course, no one of the many new questions would be particularly difficult. But the concept of stripping away the barriers between college and community challenges that framework itself, leaving no very sound conceptual or logical framework within which to formulate answers. In sum: Previous practice in higher education has assumed an institution not involved intimately in community life, and most certainly not a part of the social processes of the ghetto or inner city. When that often

unconscious assumption is removed, there remain no proven or generally accepted criteria for answering many of the questions raised by an urban university's attempt to be relevant and responsive.

This condition places unusual requirements on the research approach to the FCC Project. In the absence of a framework that permits the isolation and study of a single factor, process, or question, the research must first identify the set of possibilities that appear most important, then trace out their relationships to one another and the implications of those relationships for such matters as the relative impact of alternative community-oriented programs and the rationale for decision making within the College. Ultimately, the research must provide information that will assist College policy makers in translating general goals (such as community involvement and participation) into relatively precise guidelines that define desirable impacts and relate these to alternative proposed programs and resource allocations.

The research design will proceed from early emphasis on the identification of relevant factors and definition of critical problems to the eventual evaluation of program impact in the community. The first phase, Planning and Development, has focussed on the collection of information about variables that appear critical to the structuring of an educational institution and which would influence the design of effective College-community relationships. Because no very applicable models of such phenomena are available, the Phase I research has focussed on the perceptions of the people concerned, at all levels, and their interpretation of what a community orientation means in the case of an urban university. Phase II, Exploratory Programming, will focus on the interactions among variables and processes identified in Phase I. Phase III, Experimental Programming, will involve comparative analysis of different processes and programs to identify both their relative impacts and the best methods for assessing and predicting those impacts. Phase IV, Evaluation, will utilize methods and base-line information developed earlier to assess the impact and implications of alternative programs and policies. One of the overall objectives of the research study is to provide the means for introducing objective measures of results into the debates over the key questions and issues the College must resolve. Practical demonstrations of results, not polemics, are what is most needed.

II. PHASE I APPROACH AND METHODS

Phase I was viewed as part of a four-phase project--a project which has to consider new ways in which institutions of higher education can respond in meaningful ways to urban problems. Phase I was concerned with providing initial base-line data for the entire project; this base line, however, will be extended and modified on the basis of work in Phase II.

In the initial six-month planning and development phase, the emphasis was primarily on the identification and specification of the problems and possibilities that may assist or hinder effective use of community and college resources in meeting urban problems.

The general approach of Phase I was necessary for two principal reasons: (a) a general search for problems and possibilities was considered to be more productive than a specific search in the sense that a general approach encourages the discovery of possibilities that may not become apparent from a specific search; (b) a general search approach also promotes more of a readiness on the part of the various forces that influence college-community relationships to cooperate with and participate in the research endeavor.

The research has focussed on the collection of information concerning factors which can potentially influence the ability of the school to achieve its design goals. Information was collected primarily by means of a literature review, an interview study of the faculty, administration, staff, and students of FCC, and a survey of seven different groups in the D.C. community. (A description of survey methods appears in Volumes II and III, where results of the two surveys are discussed at length.) The interpretation of survey results was also structured in light of other information about College and community processes affecting activities and decision at the school. It was necessary to interpret findings in the shifting context of events, and familiarity with that context was developed from both formal and informal information collection processes. For example, the coverage of College activities and comments on them in the press and other media were followed closely, and the community-oriented activities of other educational institutions in the community were reviewed (see Volume III, Appendixes B and C).

The approach was based on the following rationale: (a) available information about college-community relationships is "totally" inadequate as a base for investigating the question of how the resources of a university can be used to solve or assist in solving community problems; (b) it is a recognized fact that most of the existing universities do not

have successful or meaningful programs of community involvement--i.e., while they have a number of specific programs, no coherent scheme for the use of the institution as an entity is evident; (c) more and more community people, non-students, and students, are demanding a voice in the decision-making processes of the university and are demanding that the university become more relevant to urban problems; (c) the nature of urban problems and the current social unrest represent new problems and require a broad and comprehensive search if the best possibilities are to be discovered; (e) the best possibilities will not be identified as a result of a short-range research project; and (f) the direct involvement of persons from the College and the communities is necessary for the discovery and implementation of programs that have a meaningful impact.

While dealing with the problem from a general perspective, the effort was made to narrow the field so that specific questions can be addressed in Phase II. The aims of the approach were to:

(1) identify processes for reciprocal relationships between the College and community;

(2) analyze needs and resources of the College and community;

(3) develop a list of potential programs, and

(4) list the requirements for an information system.

In addition to responding to these specific objectives, which were the products of Phase I, the approach was also designed to assist in answering questions that will be answered as part of Phase IV (not Phase I) activities. These basic questions concern: (a) the role of an urban college; (b) what a college should and should not do; (c) what methods can be used to determine impact; (d) what programs are needed; and (e) what philosophies will be most responsive.

Phase I proceeded along five basic steps. The steps moved the project from a consideration of general questions at its beginning to the definition of more specific questions at the end of Phase I. The method and its steps also provided for the involvement of persons in terms of their interest and for the participation of people in terms of their specific concerns.

The five steps were:

1. Postulation of basic tasks and questions. These basic tasks and questions were stated above. They had the function of directing the project into research of an operational character while at the same time preventing the project from becoming totally concerned with intra-college or public-relations types of issues.

2. Involvement and participation of people. More than 1,500 persons were involved in the College-community research project. This group included members from the College and from the communities. By means of discussion and interviews the persons were asked to express their attitudes and opinions, to identify and define problems and programs, and to indicate and recommend philosophies and possibilities for more effective College-community relationships.

3. Collection and synthesis of the information. The research team analyzed the responses from the various persons who participated into categories such as: problems; goals; programs; philosophies; roles; processes; procedures; and policies.

4. Analysis of the information. Using the information and observations obtained, the research team analyzed the data to determine three things: (a) What areas require priority attention and are commonly accepted as urgent? (b) How can groups within the College and the community take the next steps in cooperative planning? (c) What specific activities should be conducted as part of the next Phase?

5. Specification of follow-on activities. Built into the project design is a movement from general to specific questions, a shift from search to evaluation, a change from College-community discussion to decision making, and a modification of perspectives regarding College-community interaction. Based on the data obtained, the follow-on activities should have three features: (a) increasing the reciprocal interactions to establish the basis for cooperative planning; (b) assessing priorities to allow for satisfactory decision making;

and (c) establishing the basis for subsequent evaluation of programs, policies and procedures.

The approach and methods of Phase I have resulted in important findings; the significance of these findings cannot be totally verified until the activities of Phases II, III, and IV can be analyzed and discussed.

III. PHASE I FINDINGS

Federal City College seeks to implement the concept of close college-community relations in a context of social forces that includes the familiar characteristics of poverty in the ghetto and the new self-assertiveness of black Americans in the inner city. Complicating the College's trial-and-error development of new educational approaches are the facts of its heavily black enrollment (over 90 percent), on the one hand, and its dependency on the U.S. Congress for direct support, on the other. At a time when black America and white America are viewing one another suspiciously across a wide gulf, the College must communicate not only through the racial barrier in one urban community, but must operate in a much larger public arena, where conflicting attitudes and values are reflected in national political activity and power.

The effect of this larger audience for FCC's efforts is to add yet another overlay of stress and power relationships and related factors to the complicated task of working out new roles for educational institutions in the community. To the difficult problem of defining operational goals and measuring program impact against them are added the constraints of "implementing the possible" at a given point in time. When all of these forces are affecting the perceptions of people involved in, or affected by, the College, the potential for serious misunderstanding is great and can affect the desirability of pursuing any given policy or course of action.

During Phase I, which lasted approximately eight months, the aspirations, expectations, goals, and opinions of more than 1,500 persons were collected and analyzed to identify their views and recommendations regarding College-community relationships. Included among these persons were faculty, administrators, students, and staff from the College and educators, high school students, parents, and leaders (government, civic, and institutional) from the community.

This section reports on the findings, interpretations and observations that were obtained during Phase I. For detailed information on the findings see Volumes II and III

Federal City College serves as a prototype of a class of university which seeks, or should be seeking, to be relevant to urban problems; although there are certain features of FCC that are unique, the major characteristics of the College are similar to other institutions of higher education. Two of the unique features of FCC are its status as the only state liberal arts college for the District and its relationships with the Congress of the United States, which result in its being an agnecy of the District of Columbia. The information contained in this

section has been selected on grounds of its general applicability to institutions of higher education.

College-Community Processes

One of the principal observations about college-community relationships is that overlapping associations exist. These associations are found both within the college and between the college and community organizations. The associations do not merely co-exist; in many cases they are inherently part of the same process. For example, the sources of funds have an impact upon curriculum development that is almost as significant as faculty decision making. The nature and purpose of many of the overalapping associations makes a distinction between college and community "meaningless" in terms of urban problem solving, although for administrative reasons such a distinction still has value.

In analyzing college-community relations, it became apparent that neither the college nor the community could be considered as if they were without conflicting parts. For example, the administrator's desire to provide effective instruction to the largest number of students often runs counter to faculty concerns for smaller classes as a means of providing effective instruction. The needs of citizen organizations who seek dramatic changes in the social system often conflict with the needs of businessmen who want stability and skilled professional talent. The processes at work, therefore, cannot be directed toward bringing two entities into cooperative planning. The processes, instead, must be directed toward increasing the extent of favorable relationships (a) between different parts of the college, (b) between different parts of the community, (c) between parts of the college and parts of the community, and (d) finally, between institutions of higher education and community institutions, in the sense of the college and its various communities.

The analysis of college-community processes (in terms of the parts) is necessary, since the different elements have different interests and power sources; sometimes the groups are in competing, complementary, or conflicting positions. This difference in interest and power is critical when questions of urban problem solving are involved, because urban problems are often matters of special interest groups pursuing conflicting purposes. The enlargement of the university's interest beyond the area of instruction and degree granting carries it into confrontations which may threaten its survival; for example, if the college takes a stand on issues which seek significant changes in the status quo, its principal sources of funds may counter this move by limiting its funds. If the college, on the other hand, fails

to take such a stand, its students (along with a group of citizens) may take actions to stop its operations.

The interpretation of the data collected in Phase I suggests three approaches to dealing with this "damned if you do and damned if you don't" situation. (a) The complex, multidimensional nature of the relationships can be reduced to manageable components by focussing upon points of contact between the various groups and sub-groups, and by concentrating upon the nature (structure) of these relationships in addition to giving attention to specific issues. (b) Some of the conflict between choices of action can be reduced by making explicit those implicit agreements as to roles that are appropriate for a university. (c) Under certain circumstances the university will have to take a stand based on its commitment to its students and society--and suffer or enjoy the consequences.

Critical Problem Areas

Phase I research identified a large number of particular problems that must be addressed if an urban university's policy and procedures are to be defined and implemented with maximum effectiveness. The most critical issues are discussed below under the headings of seven generic problem areas. More detailed statements of problems will be found in Volumes II and III, but the first section below, specific problems, suggests (by example) the kinds of problems discovered and some of their implications for college decision making and further research.

Specific Problems

As would be expected in an institution seeking to direct its energies to urban problems, especially one whose general goals throw into question the traditional decision making processes, the fact of conflict is likely to be pervasive. The principal sources of conflict include:

(1) disagreement over the purposes of the college;

(2) differences concerning how college resources should be allocated;

(3) differences in educational philosophy;

(4) differences in approaches to racial issues.

Disagreement over the basic purposes of the College is found both within FCC (administrators, faculty members, staff personnel, and students) and within various groups in the community (parents, teachers, leaders, high school students). Some would emphasize a "quality" education, in the traditional sense, or the "marketable" degree. A second group feel that community service should be a dominant theme in FCC activity, while still others would place greatest emphasis on the development of the black community and culture. These differing preferences do not, by and large, coincide with functional groupings or the usual demographic break-downs--faculty or staff, black or white, etc. Rather they tend to reflect individual values, personalities, professional orientations, and points of view. Although the major themes or emphases are not inherently incompatible--and are seldom viewed as basically incompatible--they lead to conflict, particularly in matters of resource allocation and curriculum development.

Resource allocation is a common denominator of many conflict situations. Differences are brought to the surface by the question of where the College's limited resources should be employed; this is the case whether the immediate issue is a matter of broad commitment to a general policy or a relatively minor decision on which among alternative projects are to be supported. It is noteworthy that faculty and administration members have apparently not been prepared by their previous academic experience to consider resource allocation problems in the broad perspective of the total institution. (For further discussion of this point, see Volume II, especially pp. 20-21.) This finding suggests a need for programs designed to acquaint college and community people with the constraints on the use of College resources and for more clearly and publicly defined relationships between any given resource allocation decision and the resources and policies of the whole College.

Conflict is also apparent in the area of curriculum development, and closely related to the debates over curriculum are a number of other unanswered questions about what constitutes an effective and desirable educational approach in the context of the inner city. Thus: What is a quality or "relevant" education? Should an education be relevant primarily to the labor market, or to the psychological needs of a race or a "culture" of poverty? How much attention should be given to Black Studies programs? To what extent should the curriculum reflect traditional content and techniques--to what extent innovative methods--which innovative methods, etc.? How can techniques of instruction best be tailored to meet the individual needs of students? Should degrees be based on time in school, or should methods be devised to evaluate performance and achievement independently of classroom hours? Does the College's responsibility terminate with the student's graduation, or should it maintain a continuous attachment with its alumni and seek to integrate them into community-oriented FCC activities? These

questions are on the minds of many people associated with FCC, and the national community of colleges should develop better methods for organizing discussion and resolution of them.

There is a racial aspect to many of the most pressing problems confronting FCC and the nation, and many commentators would agree with the statement in Volume II that "perhaps it is not too much to say that the most significant measure of the school's success in being relevant to the community is its success in dealing with the issues emanating from race" (p. 10). These issues are often of focal concern both to FCC people, who seek to educate an overwhelmingly black student body drawn largely from a black ghetto, and to community observers of FCC activities in the larger community. Differences of opinion rooted in perceptions of racial phenomena have been prominent sources of conflict among university faculty members and others concerned with colleges; a concern over racial matters is apparent throughout the survey responses reported in Volumes II and III.

But there is also evidence that racially-based division and stress can result from individuals' misperceptions of where others stand on racial issues:

> Our overall impression from the responses to the questions on racial issues at the College is that, in this area, people at FCC are not communicating effectively with each other. There exists a tendency to falsely attribute opposing motives and opinions to others when in actual fact there exists little objective disagreement.
> (Volume II, p. 20.)

In the future, racial issues will continue to arise in the areas of educating black students, defining community problems which the College should address, and developing a clearer statement of College objectives. Those discussions will be more productive to the extent that better communications networks or processes can be devised to minimize misperception of attitudes of others--and to lower the level of stress that such misperception often generates.

Conflict resulting from mistaken appraisals of the opinions of others appears to be common in many areas, but it is often focussed on racial matters and undoubtedly serves to exaggerate the area of racial conflict that does exist. For example: Among the faculty members surveyed, there is wide agreement that new faculty members should be hired on the basis of academic qualifications and experience with urban problems; when the same respondents were asked to describe the thinking of other faculty members on this point, the factor of race was given a

dominant place. A similar discrepancy was noted when faculty members and administrators were asked how College problems should be solved: A majority preferred procedural processes for problem solving, but few predicted that this course would be followed. (See Volume II, Appendix, pp. 18 - 20.) This finding underscores the need for an information system to inform people of procedural agreements; too often, such agreements are (wrongly) assumed not to exist.

Additional problems and solution recommendations are described in other volumes of this report. (See especially the Program Design and Evaluation Tasks and the Problem Definition Studies recommended in Volume II, pp. 25-35, and the summary of results from the community survey in Volume III, pp. 1 and 2.) These problems are a reminder that new urban institutions adopting innovative approaches will have to be extremely "self-aware" during their developmental phases. The provision of an atmosphere in which different and untried ideas are considered and encouraged brings with it the price of such freedom--conflict and dissent.

Conflict and dissent are necessary aspects of innovative processes. But innovation in urban educational institutions involves topics that are perceived as critical in the larger society, and which have high emotional content--topics such as race, poverty, and the alteration of traditional educational approaches. In these circumstances, traditional frames of reference fail to supply adequate interpretive structuring to events. As a result, sensitive activity-response chains are established. These patterns often threaten institutional innovative processes, and even the institution itself, in unexpected ways.

An innovative institution must tread a line between sufficient unity of opinion to permit its proceeding on a course of action, on the one hand, and sufficient encouragement of dissent to keep new ideas and approaches from being lost, on the other. To keep to that line, the institution requires sensors that identify problems and bring them into the arena of public and open discussion before they are exacerbated by emotional reactions to, and misperceptions of, what are often manageable and debatable points. The preceding discussion, and much of that in Volumes II and III, has identified a number of the more critical problems facing urban institutions. The following section discusses generic problems or fundamental concerns which, on the basis of FCC's experience, other urban institutions of higher education might expect to face as they seek to be relevant and responsive to inner-city communities.

Generic Problem Areas

A central concern of the FCC Research Project is to identify a set of critical problem areas that include the many specific kinds of problems that arise while affording a more generalized frame in which to infer effective responses to problems. The seven generic problems described below represent a first listing of the critical areas. Later iterations will be based on exploratory development of factors involved in institutional innovation (Phase II) and experimentation with programs affecting critical problem areas (Phase III). An objective of Phase IV, which will involve comprehensive evaluation of alternative programs and their impact, will be a reasonably definitive set of problems that must be confronted and managed by developers of community-oriented institutions. The problem areas that appear critical on the basis of Phase I research are:

(1) The desirable role and impact of the institution

(2) Translation of goals into operational programs and activities

(3) Resource allocation

(4) Asynchronistic relationships

(5) Psychological adaptation to new institutional processes

(6) Obstacles posed by the low degree of "legitimacy" or credibility accorded the new institution

(7) Power relationships.

The desirable role and impact of the institution. To what extent should the college focus on instruction, to what extent on social change? When it seeks to assist in achieving social change, should it pursue this purpose through active or passive means? In the institution seeking to be relevant and responsive to urban problems, such questions will always lead to dissent and disagreement, both within and outside the college. The objective must be to make the disagreement "functional"--producing enlightenment, not threatening disruption. The means for approaching this goal are discussed under more specific headings below. The topic is introduced separately here to insert a note of caution: Any apparent consensus on the role and desirable impact of the institution will tend to break down at the next level of specificity; for example, if college or community members have reached agreement that the school will

emphasize community service or inaugurate a Black Studies program, they will tend to be in conflict again when a particular service or curriculum is proposed.

This phenomenon is not unique to innovative instititutions or their social processes, but it can be threatening and disconcerting to individuals who are especially committed to certain courses of action or problem solving, and who often assume that administrative processes and decisions are merely peripheral and preliminary to the work they wish to do.

Translation of goals into operational programs and activities. Innovative goals have the effect of throwing conventional decision making procedures into question without the compensating effect of providing new guides for how to organize operations. Procedures are therefore required to encourage open discussion of the new goals, their implications and meaning, and to arrive by degrees at a consensus on workable decision processes. Without a conscious effort to develop such processes, conflict will tend to become focussed on issues defined emotionally rather than by reference to institutional or desirable concrete impact. Conflict that arises in this process will often tend to focus on the advisability of particular programs or activities, which are viewed as representing or vaguely symbolizing a larger philosophy or point of view. To the extent possible, this tendency should be countered by developing acceptable criteria for measuring program impact, thereby providing more tangible reference points for the debate and discouraging reliance on emotional arguments that are not easily validated on objective grounds.

Resource allocation. The interviews with FCC personnel in Phase I suggest that academic people will come to new urban colleges with little preparation or background in the allocation of college resources at the level of the total institution. At the same time, they can be expected to have well developed ideas about particular programs and approaches which they view as responsive to urban problems and the needs of inner-city populations. The combination of strongly held views on what should be done and relatively little experience with overall resource allocation poses special problems for decision makers in the new institutions. These problems are more difficult by virtue of the emphasis that must be placed on widespread participation in policy making in the innovative institutions.

The difficulty of allocating resources in the new institutions reflects the fact that general goals, with perhaps different operational implications to different people, do not provide very specific guides for

where college resources should be invested. Are low teacher-student ratios an answer to problems of educational repair for poorly trained high school graduates, or should the additional resources required by such ratios be expended in community projects to improve the secondary school system? To what extent should faculty members devote their time to providing the best possible classroom experience to students, and what innovative techniques and other pay-offs accrue when faculty members put their expertise to work in community-oriented service projects? Is there a basic conflict between policies allowing maximum leeway to individuals pursuing social service purposes, which results in higher motivation of those individuals, and the potentially greater overall impact of a college that concerts its use of resources to link up the impacts of single activities? There is a tendency to respond to such questions with the observations that many programs are desirable, but of course the fact of limited resources eventually breaks down this line of reasoning and forces trade-offs among resource allocations.

In the previous section, it was pointed out that conflict will arise in connection with resource allocation decisions--and that such conflict can be reduced to the extent that acceptable criteria for measuring program impact can be developed. Granting that such indicators are probably the most important single tool for assisting in resource allocation decisions, it remains a fact that "social indicators" research is still in its infancy and cannot be expected to provide complete answers in the near future. Therefore, less precise answers should be sought in the area of decision making processes that involve all of those concerned with particular decisions affecting resource use.

One approach that appears promising is that of making resource allocation variables known to participants in new institutions during early phases of development. Budgetary and other quantifiable resources can be listed alongside specific cost estimates for programs and projects over a wide range of activities, and sample "mixes" of possible programs can be spelled out from these listings. Wide circulation of such materials very early in the life of the institution should help participants to take better, more specific account of underlying constraints on college activity.

Asynchronistic relationships. Where individuals are working toward different goals, and when they tend to misperceive the objectives and motives of others, the result is diffusion of effort, reduced efficiency, and potentially the paralysis of whole programs. Several approaches for dealing with this problem are suggested by FCC's experience. The survey techniques employed in this study can provide information about the perceptions and expectations of people, thereby reducing anxiety based on misperceptions and reliance on rumor for information. Administrative

procedures for providing and obtaining reliable information can serve the same purpose. Finally, by channeling conflict into open debate over specific issues, the tolerance for asynchronistic relationships can be increased and, ideally, conflict can be made to serve the ends of fruitful debate.

Psychological adaptation to new institutional processes. The innovative institution will face a number of problems related to the personalities of individuals and the nature of their associations. Persons who view racial conflict in terms of survival, for example, take a position in sharp contrast with that of persons who view such problems primarily as matters of underemployment and low income. Conflict between personalities, furthermore, will be exacerbated in the absence of familiar, traditional institutional structures in which the individual can define his role.

Two approaches to the social and psychological problems of individuals are suggested by the data. Group therapy and sensitivity sessions can increase self-awareness, resulting in more effective communication, and reduce the possibilities of misperception of others' motives and objectives. And the provision of alternative programs and communications channels can allow individuals more freedom to apply their professional skills and techniques in situations that are not threatening or disconcerting emotionally or personally.

Obstacles posed by the low degree of "legitimacy" or credibility accorded the new institution. A number of the difficulties to be faced by the college which seeks to be relevant to urban problems are not the result of a lack of knowledge, inadequate funds, internal conflicts, outdated administrative procedures, and other obstacles to innovation, per se. Factionalism in the larger community, racial attitudes of the general public, uncertainties among potential students as to how acceptable will be their degrees, and hostility from various sources--all of these factors can interact with and influence decision making processes within the institution. As quickly as possible, the public at large should be given specific information on the institution's objectives and a perspective in which to appraise the meaning of particular events against the background of the total range of activities of the school.

If the institution is to be legitimate and credible to its various publics during the early phases of developing a relevant urban program, the school's experimental efforts and the trial-and-error nature of its approaches to many issues should be labelled clearly, so that conflict associated with particular programs or policies will not be interpreted as a questioning of the whole institution, its purposes and right to exist.

A realistic public image of the institution and its aims can be encouraged by securing the support of the mass media, providing timely information on events that attract public attention, and encouraging participants in the institution's efforts to explain them to the professional, civic, social, business, religious, and other groups to which they, as individuals, have access. In the urban institution, whose nature is often not clearly defined in the public mind, special efforts must be made to establish such a definition; the alternative to providing such a perspective is that particular or "newsworthy" events, especially those that stir emotions, may create a narrow and unfavorable image of the institution during the early stages of its programming.

Power relationships. A university, particularly a public one, represents a significant resource in terms of its funds, prestige and instructional capabilities. The use of the college's resources is determined by the interaction of a variety of forces: for example, the administration allocates resources; the faculty determines courses; the students demand certain considerations; funding agents establish budget and program requirements; citizens demand services; and individuals accept or reject this use of their tax dollars. These are just a few of the power influences that affect the college and its community relationships.

When the institution attempts to innovate in the direction of responsiveness to urban needs, and particularly when it seeks to involve community citizens in its decision and policy making, the forces operating on the institution are intensified and increased in number. The result is not only increased stress, internally, but a much greater requirement to consider community and external forces in management's frame of reference. Furthermore, this wider frame of influence factors must be handled in a situation where there no longer exists a generally accepted or always predictable pattern of internal power relationships and authority structures. The management task becomes immensely more challenging and critical to survival as well as to the effectiveness of everyday operations.

As rapidly as possible, the loci of community and other sources of power and influence must be identified and involved in the policy making and information processes of the institution. The various forces must be directed, countered, or reinforced in the course of shaping policy and courses of action; management requires more versatility and "political" awareness than in the conventional institution.

Suggested Programs

A number of different programs were suggested by persons within the College and within the communities. The suggestions ranged from general ideas to specific requests from a given organization. There is "universal agreement" that the College should engage in activities designed to solve those urban problems that are within the College's capabilities to solve, and to assist in the solution of those that are beyond its capabilities.

Although there is agreement on this position as a matter of purpose and general policy, there is little agreement on how this policy should be carried out in specific instances, or on which of the many potential projects should be given first priority.

The types of projects or programs suggested can be grouped under three major headings. These headings correspond with the three points of view regarding the purpose and objectives of Federal City College: (a) providing a marketable degree to enable students to qualify for employment; (b) providing a number of community services to assist groups in urban problem solving; and (c) providing the knowledge and resources that will allow the black community to develop to its fullest capacity.

Programs under heading (a), the marketable degree, focus upon the curriculum and instructional projects of the institution. The college-community relation requirements in this program are met by providing the community with persons who are professionally qualified for top-level positions and who are skilled in carrying out their citizenship responsibilities.

Programs under heading (b), community services, call for the use of college funds and resources in the implementation of specific projects of which the community is the prime beneficiary. Persons supporting this point of view hold that the College's land-grant funds and operational funds should be used for this purpose. They also hold that the involvement of students in projects of this nature will make the instructional program more meaningful and relevant.

Programs under heading (c), black community, are advocated on the premise that the nation is divided between black and white and that this division is growing wider. Spokesmen for this point of view hold that the programs of the College must speak to the needs of the majority population within the inner cities, and that the needs of this group cannot be met unless the college as an entity is committed to the inner city or the black resident.

Of course, there is overlap between the three categories and between the programs suggested. There are combinations of program elements which speak to the three sets of needs and possibilities; however, the question of the allocation of resources produces debate even among those who accept all three objectives and types of programs as being necessary. For a specific list of suggested programs see Volume II, pp. 25-35, and Tab III, p. 166, and Volume III, Table 10.

The information in this section is a summary statement of some of the findings, interpretations, and observations contained in Volumes II and III. The reader is directed to those volumes for more specific information.

 (no p. 22)

IV. CONCLUSIONS

In the light of the objectives of the Phase I study, what have we learned? We think we have learned enough about the nature of the problem area--appropriate frames of reference, strengths and weaknesses of various research methods, specific critical problem areas, relative priorities among specific problems, and useful research guidelines--to structure and undertake a meaningful, continuing research program.

The Basic Problem for the College

Although manifested in hundreds of quite different, specific ways, the basic problem of new urban universities is to initiate and successfully achieve rapid social change across a broad spectrum of specific areas within the urban milieu typical of our large cities today. Such change must occur within the ghetto community, within the white (essentially middle-class) community, within the college community itself, and within a host of subcommunities which comprise the total community. The college's success in fulfilling its own goals, and perhaps even its ultimate survival, depends largely on its ability to generate such change on a scale heretofore never associated with an institution of higher learning. Whatever else the college may be, therefore, it must be an effective social change agent.

The Basic Problem for Research Activities

Research activities designed to help identify the problems and develop effective solutions for an institution like FCC must come to grips with at least three crucial facts about the situational context in which the activities are being carried out. Significant research breakthroughs cannot be expected unless there is a thorough recognition of these facts and they are taken fully into account in the research activities.

1. The Significance of the Racial Factor in Research Activities

Racial issues intertwine with all other issues at FCC. This fact can present severe problems to white researchers, and to white-controlled and managed institutions which support and evaluate research on these issues. For example, in the process of conducting research at FCC, white researchers, capable and competent in the normal (white) settings and problem areas in which they usually work, can find themselves confronting a whole array of unsettling questions. They must

address and answer these questions if they are to equip themselves to work effectively with something other than blindness to, and distorted perception of, crucial realities.

Many fundamental assumptions of the white researcher, which he has taken for granted and which have served him well for so long, he may suddenly perceive as inadequate and open to serious questions. His own cognitive definition of reality is likely to be shaken badly. His awareness of how much he, as the observer, contributes to his "objective" perceptions is likely to become acutely sensitized far beyond lip-service recognition of the fact; he can hardly help but see how much his own "objective reality" can be another man's fantasy.

To the extent these observations are valid, they have important implications for the formulation of research studies, the staffing of research projects, and the methods of collecting and interpreting data. These factors also have important implications for the reporting of such studies to a professional audience that is largely white and is inclined to define the problems, and interpret and evaluate the data, from the perspective of the commonly shared assumptions which define "white reality."

The white researcher cannot evade these issues by a retreat to the comfort of a so-called "color-blind" position, which amounts to a denial of the basic problem the new urban colleges must successfully address. He must meet these issues head-on, recognize that race is the most critical problem the college must solve, and that his work is not likely to make a contribution unless he comes to see how the race issue affects almost any factor he may choose to study.

2. The Lack of Impact Criteria

Inasmuch as a central concern of the urban college is the creation of new and effective college-community relationships, there is a need for measures of the <u>impact</u> of college-community programs. But the problems involved in devising such measures have not yet been satisfactorily solved, and useful measures of program impact on the community do not exist. If the effectiveness of such programs is to be assessed and more effective programs created on the basis of accumulated experience, one central focus of continuing research activity must be the development of impact criteria.

3. Limited Control over Operating Programs

A third critical factor that research activities need to take into account is the extremely limited opportunity to exercise control over operating programs of the college for the purpose of producing better research results. The stresses, strains, and ambiguities involved in the whole process of shaping an institution tend to preclude the possibility of research endeavors taking any precedence over operational efforts. In addition, however, and perhaps of greater importance, is the general orientation of operational personnel, which is antithetical to the research process. In short, they are apt to perceive that research is consuming resources they otherwise might have used in operations--that the research is unnecessary because the answers are already known--and that the results are likely to be used for purposes in opposition to their own aims. Research designs, therefore, need to be geared to this reality.

Conclusions about Further Research

In the Phase I study, a large number of potentially important research studies were identified (see especially the concluding section of the Volume II report). Part of the task in Phase I was to select the highest-priority next steps which have the greatest likelihood of high pay-off. In the following sections, five recommended follow-on tasks are identified and described. These tasks were selected as being the most promising immediate follow-on activities on the basis of:

- their centrality to the basic problems of the College;
- the likelihood of high pay-off from the results;
- the opportunity for proceeding immediately to implement them;
- their operational salience to the general objective of creating meaningful and effective college-community relationships.

The five recommended follow-on tasks are:

(1) Development and Application of Community Impact Measures to Existing College-Community Programs

(2) Conduct of an Experimental Public Information and Community Involvement Program

(3) Assessment and Further Development of Existing Race-Relations Training Program toward a College-Wide Conflict Resolution Process

(4) Experimentation with, and Evaluation of, Alternative Ways for the College to Serve as a Resource Center for the Community

(5) Follow-Up Interview Study of College Faculty, Administrators, Staff, Students, and Community.

1. Development and Application of Impact Measures to Existing College Programs

The lack of any useful measures of the impact of College-community programs is the single greatest obstacle to continued useful research studies designed to discover and design more effective programs. Meaningful and valid measures could be used to:

(1) appraise the impacts of specific programs;

(2) compare the impacts of different existing programs;

(3) relate impacts to various costs (time, funds, etc.) associated with the program;

(4) estimate the impacts and relative impacts of proposed future programs;

(5) provide a data base for improving the effectiveness of future programs;

(6) provide guidelines for the development of FCC programs that would maximize the total impact of the College on the community, taking account of such facts as the mutual reinforcement of impacts resulting from various combinations of potential programs.

Developing impact criteria would be a difficult and complex undertaking inasmuch as the state of the art in this field is clearly not adequate to the tasks required. There is encouragement, however, from developments in at least three areas of methodology: social indicators, cost-benefit analysis, and social system analysis. The possibility of combining certain elements from these three areas suggests

the directions which a productive effort aimed at devising usable and useful impact criteria might take.

The process for the development and application of impact measures will follow these steps:

- The goals, objectives, needs, programs, and policies stated during Phase I will be used as base-line information.

- From this information, a starter list of criterion dimensions will be developed.

- This starter list will be used in interviews and questionnaires to identify additional criterion dimensions.

- Operational definitions of the criterion dimensions will be developed.

- The operational measures will then be applied to several operating programs and examined from the standpoint of the usefulness and feasibility of the measures. The specific programs which would be used in the criterion development process are:

  (a) the development of the College's permanent sites;

  (b) the experimental degree program for alienated youth;

  (c) the early childhood learning center; and

  (d) an adult education program in nutrition.

- The refined set of measures judged to be useful will then be used to assess the impact of the above programs.

- The results will then be analyzed in terms of their perceived usefulness to decision makers and their adequacy in providing a basis for resource allocation decisions.

2. Conduct of an Experimental Public Information and Community Involvement Program

The whole problem area of what and how the College should communicate with its several constituencies and how it can most effectively promote involvement of the various communities with the College was identified as one of the critical areas in which the College should undertake an immediate action program. A number of specific elements of such a program have been started already and others are at various stages of development. These elements include:

(a) A procedure for obtaining citizens' contributions to policy deliberations of the College. This procedure would be established on a regular basis (every two months, for example) and would be designed: (1) to inform the public of particular policy questions under consideration, and (2) to obtain their opinions on the questions involved. A particular set of policy issues would be identified as the subject matter each time the procedure is used. Pertinent background material and a questionnaire would be prepared and mailed to selected samples of D.C. area residents. It would be designed to elicit information on the policy questions which would provide useful inputs into the policy deliberation process. The whole procedure could be developed into an inexpensive, efficient, relatively routine process--potentially an effective means for the College to implement its goal of participatory democracy. The initial attempt at implementing this procedure is currently under way.

(b) "Feedback" seminars or conferences to provide an opportunity for systematic exchange of experience with actual College-community programs. Another element would be the establishment of a regular series of seminars in which the effort is made to report on particular programs and compare their actual impact with their intended impact.

(c) Annual FCC conference on D.C. urban problems. One fitting regular activity of FCC would be the establishment of an annual conference on D.C. problems. The public information value of the conference could be considerable, and it would also provide a forum where the College could make known its community-related activities and objectives.

These program elements have already been initiated or planned to a certain degree; there are others which have been given some consideration. In Phase II, the researchers will work closely with each of these elements as it becomes operational; the objective is to learn as much as possible from actual on-going experiences in order to design more effective programs. This experience will also provide additional opportunities to develop impact criteria for assessing the effectiveness of the communication programs which would supplement the work in Task 1 above.

3. Assessment and Further Development of Existing Race Relations Training Program toward a College-Wide Conflict Resolution Process

In the study of FCC faculty, administrators, staff, and students, one of the concluding recommendations was for the school to establish a training program in race relations. The program would provide an opportunity for personnel at the College to work out the racially-based antagonisms, misperceptions, and failures in communications which exist (see Volume II, pp. 15-20). The basic rationale was that if the school was ever going to be in position to help the community deal with its racial problems, it could establish its qualifications to do this only by successfully confronting and dealing with its own internal racial conflict.

During the past two months, such a program has been initiated. A number of white faculty, black faculty, and students participated in a training experience conducted at Airlie House by trainers from the Metropolitan Ecumenical Training Center, an organization specializing in preparing trainers to conduct training programs in individual and institutional racism. Indications are that the initial training experiences were highly successful. The participants have organized a "Task Force" to foster broader participation in such training experiences, and the College has agreed to bear the costs involved. This is an example of a program growing out of a "grass roots" need, rather than one imposed by the institution.

In the Phase II activities, we propose to examine this program with the objective of assessing its relevance and success as a specific approach to dealing with racial conflict within the College. We propose further to work with the people in the "Task Force" to determine whether the training methods, used originally to deal with racial problems and conflict in particular, could be extended to form a basis for processes that deal with conflict in general as it exists in the College.

4. Experimentation with and Evaluation of Alternative Ways for the College to Serve as a Resource Center to the Community and for the Community to Serve as a Resource to the College

Phase I resulted in the identification of a number of ways in which the College and the communities can serve as resources for each other. Examples of ways in which the College can serve as a resource center for the community include: tutorial teams of FCC students who can teach elementary and high school youth; faculty and staff who serve as staff to local organizations on a released time or consultant basis; projects sponsored by the College dealing with police-community relationships, model city programs, and the racial crisis; the use of funds for the construction of permanent College facilities in ways that provide a direct benefit to the surrounding communities; use of the College's facilities (media center, skills center, educational materials center, classrooms, etc.) by community organizations, and use of the College's prestige and resources in advocating some changes in larger social systems.

A similar listing of resources within the community has been described in Volumes II and III. Examples include: use of community facilities (science laboratories) for instructional purposes, use of professional personnel within the area as faculty members, provision of employment opportunities for students in ways that will facilitate their meeting academic requirements, assisting the College by providing funds for services that cannot be funded from regular programs, and using community contacts to insure adequate support of the College by funding and approval authorities.

It was generally agreed by all participants in Phase I that the College and communities should share their resources for instructional and problem solving purposes. The difficulties in taking action based on this general agreement relate to two questions. What are the relative effects of the various resource uses and who should make the final decision regarding program implementation?

In Phase II both of these questions will be explored with respect to the kinds of programs indicated above. The programs would be operated from the operating budget of the College, while the research activities would be funded from the FCC Research Project. The researchers would examine matters relating to the numbers of persons involved, possible indicators of cost/benefit ratios, and reactions and subjective responses to the programs. The impact criteria developed as part of Task 1 above would also be applied to several of these programs.

5. Follow-Up Interview Study of College Faculty, Administrators, Staff, Students, and Members of the Community

The Phase I interview study of College personnel (Volume II) demonstrated the usefulness of collecting information on the thinking, attitudes, and perceptions of people involved in College activity. In addition to information bearing directly on a range of topics, the responses provide indications of areas and extent of intergroup misperceptions and conflicts. The information obtained can also be used to reduce levels of stress and tension among people at the College.

The follow-up interview study would provide similar kinds of information and allow comparisons with data collected as the College got under way in the fall of 1968. With adequate time available to devise sampling plans, the follow-up study would place greater emphasis on obtaining representative samples of the populations studied. It is recommended that the follow-up study also collect two additional categories of data:

(a) Respondents' views on the most important of the suggested programs outlined from Phase I data.

(b) Information that can support the activities recommended in Studies 1 to 4 above.

In addition to the immediate usefulness of the additional categories of data in (a) and (b) above, this information would allow expansion of the bank of base-line data for use in future comparisons.

Concluding Note

Volume I of the report on Phase I, Planning and Development, has been a summary statement of activities conducted during the first part of a four-phased project to determine the role of an urban institution of higher education in solving urban problems.

There are three principal conclusions for Phase I activities that have a direct bearing on college-community relationships. They are:

1. In terms of urban problem solving the interrelationships between an institution of higher education and its communities are inherent and can be either cooperative or conflicting, depending upon administrative procedures and decision making capabilities.

2. The research function, in the early stages of new or innovative programs, must be to facilitate the on-going functions of the institutions in ways that do not place "dysfunctional" constraints upon the need to change programs in light of emerging information or unexpected events.

3. The provision of programs for meeting the needs and for using the resources of the college and the communities should occur against a background of information regarding the relative effectiveness of various programs; such information must be secured as a result of research activities.

Appendix A

Review of the Literature

From a preliminary review of the literature on college--community relations it would seem that there has been little empirical research on the topic. Moreover, the research that has been conducted in this area has been sketchy, consisting of either descriptive case studies of college-sponsored community projects with little attempt to evaluate the effectiveness of these projects or of particular surveys on specific aspects of the problem such as career goals of high school seniors and parental expectations for high school students. Hence, methodological models appropriate to the study of community-college relations must be taken from the general literature on the methods of social survey research.

As can be seen from the following bibliography, the fact that little empirical research has been focused upon the relationship between the university or college and the community is no indication of a dearth of writing concerning this subject. On the contrary, the general tendency of the intelligentsia to consider education as a societal panacea coupled with an increased concern with urban problems heightened by racial riots and student unrest, has stimulated a barrage of editorals and position papers in scientific journals and the popular press on the role of the "Urban University" in modern society. Much of this literature is one-sided in that it adopts either a negative or positive posture toward the involvement of the university in community affairs. Nonetheless, it does help to sensitize the reader to many of the major issues to be considered when exploring the relationship between the university and the community, i.e.:

What is the primary function or are the functions of the university?

What is the traditional role of the university in relation to the community it serves?

What strains does modern society place on this role?

Can we predict the consequences of increased community involvement on the part of the university for the university? For the Community?

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General References Outlining the Role of the College in the Urban Community

Brownell, B. "Higher Education and The Community: The Identification of Learning with Living." Journal of Higher Education. 30: 469-80, December, 1959.

Position paper on the need for a more functional relationship with the community life of the area.

Campus in the City. New York: Educational Facilities Laboratories, 477 Madison Avenue, New York 10022, 1968.

States that "the nation's colleges and universities, particularly those in the cities, can and should be a prime resource and a catalyst in the remaking of the cities and the treatment of the deep-seated ills wracking the urban society." This being a basic assumption, the report goes on to examine the physical plant of a variety of urban universities and to make statements about how the urban university should involve itself in community problems. A very one-sided view with little attempt made to justify the statements made.

Carnegie Foundation. "The University at the Service of Society." The Carnegie Foundation for the Advancement of Teaching. Reprinted from the 1966-67 Annual Report.

Summary of a Discussion by the trustees of The Carnegie Foundation for the Advancement of Teaching, considers the arguments pro and con for university involvement in service programs. Concludes that "perhaps the simplest and most satisfactory precept for most institutions to follow is to participate, if possible, only in public service activities that are a direct outgrowth of their regular teaching and research programs and that, in turn, feed back into and strengthen them."

Cummings, Thomas Jr. (ed.) The University in Urban Society. Center for the Study of Liberal Education for Adults, Boston University, 1967.

Includes the following: "Urban Decision-making: The University's Role," Stephen F. Bailey; "Urban Institutions as University Clients," Sanford L. Kravitz; "Politics of University Involvement in Social Change," Alan K. Campbell; "Teaching and Research: Their Influence on Social Change," John E. Bebout; "Educating the Urban Student for the Urban Way of Life," Charles V. Willie.

Donovan, George F. (ed.) College and University Interinstitutional Cooperation. Washington: The Catholic University of America Press, 1965.

The proceedings of the Workshop on College and University Interinstitutional Cooperation, conducted at the Catholic University of America, under the auspices of the Director of Workshops, June 11-22, 1964. Outlines the advantages to be

gained from, and obstacles to be overcome in, college and university interinstitutional co-operation.

Drazek, Stanley J. The Agony of the Inner City, What Can Continuing Education Do. State Agency for Title 1, University College, University of Maryland, College Park 20742, December, 1967.

The report of a panel program by the council on extension at the eighty-first national conference of the National Association of State University and Land-Grant Colleges in November, 1967, featured urban and university leaders representing Detroit, Milwaukee, Newark, and Watts. The first address compared the plight of American inner city Negro ghettos with that of Eastern European Jewry. The second described University of Wisconsin extension efforts to promote employment, better housing, consumer education, health, education, and improved race relations and human relations in the Milwaukee inner city. The third, which cited Rutgers University extension programs, urged broader university extension programs of training and education. The last address surveyed the inadequately met social and economic needs of the Watts area, and recent UCLA interracial discussion programs and similar extension efforts aimed at meeting these needs.

Gorovitz, Samuel, (ed.) Freedom and Order in the University. Cleveland: Press of Western Reserve University, 1967.

Report of a symposium held at Western Reserve University in November 1965. Symposiates were Paul Goodman, Walter P. Metzger, Sanford H. Kadish, John R. Searle and Mortimer R. Kadish. The book contains the dispute between those who advocate the greatest liberty and those who advocate liberty. Although all but Goodman agree that there exists a need for some degree of regulation, they each believe that the university today must provide greater freedom for faculty and students, must become a forum for burning social issues, must free itself politically and socially from the community that created and sustains it and must become an instrument for social change. The book seeks to discover: (1) the differences, if any, between constraint and guidance, (2) the functions of the university with regard to students and with regard to the community, (3) the status of students, (4) the types of constraints, if any, that are necessary for the successful operation of the university and could possibly enhance and make more accessible its advantages, and (5) the degree and types of constraints, if any, the community ought to exercise over the university.

Havighurst, Robert J. "Social Change and the Community College." The North Central Association Quarterly, Vol. 41, No. 3: Winter 1967.

Education today influences and is influenced by five social processes: (1) contraction of space and time, bringing all parts of the world closer together, (2) technological development and change in the labor force from production of goods to the distribution and consumption of goods, (3) urbanization and metropolitan development, causing deterioration of the central cities and growth of the suburbs, (4) world interdependence and co-operation, both political and economic, with the consequent diminuation of the white nations power, and (5) social integration and mobility of people with diverse economic, national

racial, and political backgrounds. The junior college must adapt itself to all of these conditions by providing a great variety of curricula (vocational, technical, and academic) for an enrollment expected to double in the next five years.

"Higher Education for Urban America." Special Supplement in The Educational Record, Vol. 46, No. 3: Summer 1965.

Includes the following: "Merging Academic and Urban Affairs" by Paul Ylvisaker, p. 299; "The New Metropolis and the New University" by Robert C. Wood, p. 306; "Influences and Forces in the Growth of the American City" by Jerome P. Cavanagh, p. 132; "Urban Conditions that Challenge the University," John E. Bebout, Walter Wallace, Mel Favitz, p. 316; "The Role of the University in Urban America," Charles R. Adrian, Joseph E. Hill, W. Seavey Joyce, p. 321; "Higher Education for Urban America: The Resources Needed," James A. Norton, Frederick Hayes, J. Martin Klotsche, p. 323; The University and the Urban Condition," Leonard J. Duhl, p. 330.

Howard, Lawrence C. Interinstitutional Cooperation in Higher Education: New Dimensions in Higher Education, Number 21. Duke University, Durham, N. C., Report Number BR-6-1722-21. April 1967.

In his review of literature on interinstitutional cooperation, the author found that the groups formed pass by many names--"center," "consortium" or "council," "cooperative program," "exchange program" and "Association". These groups form a continuum from tightly knit to looser occasional ties. The basic unit is a college, even though the characteristics shared by colleges were found to be limited. The historical background preceding the recent stimulus from the higher education act of 1965 is described and more recent developments are analyzed. Research on recent efforts was found difficult because of the absence of cataloging and agreed-upon categories. As higher education has become a major American industry there have been moves toward cooperation to achieve greater efficiency and economy. In contrast, some industrial programs, although far above the minimums for accreditation, have been excluded because they are byproducts of business or manufacturing. The pressures toward cooperation are described. These pressures have been steady but uncoordinated. Government at all levels has been involved. Private foundations and the colleges themselves are encouraging the efforts. The author concludes: (1) inter-institutional cooperation must be seen as a process, (2) analyses of the process is needed, and (3) there is a need for information from the institutions, for cooperative studies, for a purposeful taxonomy, and for a theoretical foundation for further analysis and to guide future developments.

Klotsche, J. Martin. The Urban University--and the Future of our Cities. New York: Harper and Row, 1966.

Urban universities now enroll nearly one-half of the students in degree-granting institutions. Because of this increasing trend, these urban universities are becoming an integral part of their respective communities. The major portion of the volume discusses aspects of the school-community relationship: (1) a profile of the urban university, (2) the role of the university with respect to its community, (3) the urban needs and the university resources

which can fulfill these needs, (4) the urban campus and the difficulties it faces in expansion attempts, (5) the urban university student and the trend toward commuting, (6) the urban university and mass exposure to the arts. The final chapter presents the problems which an urban culture imposes on an urban university and the responses necessary for coping with them successfully.

Kuusisto, Alan A. Report of the Conference on Two-Year Colleges and the Disadvantaged. (State University of New York, Delhi, June 15-17, 1966). Albany, New York: State University of New York, 1966.

Three principles are basic to the Junior College role in educating the disadvantaged: (1) the college must be available to educate all, (2) the college must make a definite committment to educating disadvantaged students, and (3) the college must help its enrollees to succeed. Disadvantaged students need opportunities which they can visualize as real changes for them. Programs for disadvantaged students may effectively involve variations in admission practices to include criteria other than school achievement, and extensive preadmissions counseling. A major criticism of college programs currently in operation is that they are limited to an assumption that disadvantaged students require only a liberal arts curriculum. Inclusion of numbers of disadvantaged students in a college offers a challenge to teach students rather than to sort them.

Levi, Julian H. "The Influence of Environment in Urban Instititutions." The Educational Record, Vol. 42, No. 2: 137-144, April 1961.

Interesting in that it asks the questions: (1) Why should universities be concerned about their physical environments and particularly, about conditions in their surrounding communities? (2) How can a university do anything about off-campus conditions? (3) What can an institution do to secure an adequate campus area? (4) How can the Federal Urban Renewal Program be used most effectively? It then attempts to explore answers to these questions not in terms of moral shoulds or oughts but in terms of the benefits to be accrued to the university.

McGrath, Earl J. Universal Higher Education: A Plan for a New Educational Pattern. New York: McGraw-Hill Book Co., Inc., 1965.

Twelve authors explore the philosophical basis, mechanics, and implications of universal higher education. Based upon a 1964 conference under the auspices of the Institute of Higher Education, Teachers College, Columbia.

Moran, W. E. "Study of University Organizations." Journal of Higher Education, 39: 144-51, March 1968.

Good review of the issues involved in the theory of university organizations. Suggests that what we call a university is not unitary in any academic sense but is a federal organization acting as a shelter for academic organizations, some of which may have an academic goal or goals, binding their parts. (A particularized interpretation or Kerr's multiuniversity concept.)

Parsons, Kermit C. "A Truce in the War Between Universities and Cities: A Prologue to the Study of City-University Renewal," Journal of Higher Education. 34: 16-28, January, 1963.

Historical review of city-university relations indicates roots of the feud, traces recent developments and ends or note of optimism for increased interaction and co-operation between the city and the university. Article presents in some detail the kinds of problems that universities currently face because of the incompatibility of their own growth patterns, relating to physical space, and those of the urban communities in which they dwell. He contends that a good part of the problems of the universities are the product of their own lack of empathy for their engulfing cities. Cities have always been regarded as corrupting or distracting influences in the purity of the intellectual life.

_____. "Universities and Cities: The Terms of the Truce Between Them," Journal of Higher Education. 34: 205-16, April, 1963.

Discusses developments following the passage of Section 112, an amendment to the National Housing Act which encourages a limited partnership between the city and the university in urban-renewal projects of direct concern to both.

Petshek, "A New Role for City Universities--Urban Extension Programs," Journal of American Institute of Planners. November, 1964, 304-316.

General essay on the role of urban extension as a means of the university relating itself to the community. Extension activities should be concerned with influencing long-term development, and should be on a level commensurate with the intellectual resources of the university. When deciding how to help, the university must always be guided by its own conscience if there is a conflict of values, as its relationship to the community is quite different from that between consultant and client. Properly controlled research must precede action and should help to ensure advice oriented toward the overall community benefit.

Salisbury, R. H. "Schools and Politics in the Big City," Harvard Editorial Review. 37: 408-424, Summer, 1967.

The author discusses possible relationships between urban political systems and schools. Suggests that education would benefit from closer ties to the political structure; questions the traditional arguments for the "professional independence" of the schools.

Taylor, R. Robb, (ed.) University and Community. Proceedings of a Conference April 25-26, 1963 under the auspices of the Association of Urban Universities and The Johnson Foundation.

Contains policy statements on "Ways and Means for Urban Universities to Exercise a Unique Function in Their Communities," "The University's Role in Research and Development in Industry," "The Culturally Deprived: Have Urban Universities Discharged Their Responsibility?" "The University in Training for the

Urban Age" and "Social Science Research Techniques as a Means of Making Urban Policy Decisions More Rational." Principle speakers were James G. Coke, Marvin Wachman, and David Popenoe.

Willie, C. V. "New Perspectives in School-Community Relations." Journal of Negro Education, 37: 220-6, Summer 1968.

Article deals primarily with primary school education--makes the point that school-community relations are a dimension of community power relations and should be approached from this perspective. Makes a plea for decentralization of educational authorities in order to give people outside the dominant power structure "subdominants" greater power in the decision-making process.

Descriptive Case Studies of Specific University Sponsored Community Programs

Consortium of Universities. Community Service and Continuing Education Program of the District of Columbia (Title 1, Higher Education Act of 1965.) Washington, D. C.: The Washington Center for Metropolitan Studies, 1968 (mimeographed).

Contains a brief description of programs funded under Title 1, of the Higher Education Act of 1965 that are in progress in Washington, D. C. in 1968. For a full description of each project see the individual project reports on file at the Washington Center for Metropolitan Studies.

Eldredge, H. Wentworth, and Shidler, Atlee E. The Dartmouth Story: Undergraduate Education for Urban Life and Urban Affairs. Washington Center for Metropolitan Studies, September 1962.

A descriptive outline of the study program with no attempt to evaluate same.

Freidman, Clara H., et al. Inventory of Federally Supported Extension and Continuing Education Programs. Report to the President's National Advisory Council on Extension and Continuing Education. Part 1 and Part 2. Greenleigh Associates, Inc., 335 Lexington Avenue, New York, New York 10017. March 1967.

One of the first concerns of the President's Advisory Council after it was appointed under Title 1 of the Higher Education Act of 1965, was to identify and evaluate all federally supported extension and continuing education programs, including community service programs, adult vocational education, adult basic education, manpower development, and vocational education. Response to the questionnaire developed and circulated by Greenleigh Assoc. created the most extensive, extant listing of such programs, along with more abundant information on individual programs. An abstract of each program includes the title, administering agency, purpose, eligibility, number of colleges and universities involved, legislative authorization, facilities, problems, funding, jurisdiction, communication to the national council, and publication. Programs are indexed by title, agency, area of major emphasis (urban or rural) type of training provided, population sector served, and programs providing continuing education for government employees. The document includes tables and the questionnaire.

Harlacher, Ervin L. Effective Junior College Programs of Community Service--Rationale, Guide Lines, Practices. University of California, Los Angeles. Report No. UCLA-JCLP-OR-10. September 1967.

From a study of 99 junior colleges the author describes four major program objectives of community services: (1) to make the college a center of community life through use of its facilities by community groups, (2) to provide educational services of the professional staff to assist in the solution of community problems, (3) to promote the cultural, intellectural, social, and recreational life of the community, and (4) to interpret the college and its program to the community and elicit its active support. Tables list details of the services tnat a basic community service program should include. The author points out that effective administration includes determining the nature and scope of the program, securing it, organizing the complete operation, and maintaining constant supervision and evaluation.

Hayden, Tom, and Wittman, Carl. Summer Report: Newark Community Union. Students for a Democratic Society, Economic Research and Action Project, 1100 East Washington Street, Ann Arbor, Michigan, 1965 (mimeographed).

A description of the first 15 weeks of the Community Organization Project in Newark, New Jersey of the Students for a Democratic Society. The article examines questions such as: (1) What is the role of the project in the ghetto? (2) How does the power structure relate to and react to the program? (3) How do community residents relate to Students for a Democratic Society?

Janes, Robert W., and Byuarm, Samuel W. "The Effect of a Voluntary Community Improvement Program on Local Race Relations." Phylon Vol. 26, No. 1: 25-33, Spring 1965.

The study focuses on the question, "What effect does a community improvement program, undertaken voluntarily by a traditionally segregated community have on the local pattern of race relations?" The action program under analysis was initiated by a university-community development agency, in a small Northern town with a population of 3,400, of which 40 per cent are Negro. Most of the public facilities (schools, restaurants, and a theatre) were segregated. During five years, the program made no change in the pattern of race relations, except to continue to stir up the ill feelings Negroes had toward the local white majority. Negroes were indifferent to or disapproved of the program, while white residents, in general, had a more positive attitude toward it. The article discusses the conditions of community life that produced these consequences.

Lee, C. B. T. "Columbia College Citizenship Program; A Student Laboratory in Civic Affairs." Journal of Higher Education, 36: 186-94, April 1965.

A description of the Columbia College Citizenship Program which is active in providing student volunteers to serve as tutors to underprivileged children, assist hospital personnel in pediatrics wards and emergency room, conduct interviews for

neighborhood conservation, and work in government offices. The programs are administered by a student group of fifty call the Citizenship Council which finds worth-while projects, recruits volunteers, screens applicants, and follows up on day-to-day problems. Each student participant agrees to devote several hours every week to voluntary work; no credits are given for this work. In assessing programs it was found that for the program to succeed the student must be providing a useful service and learning something through this service.

Lowe, Gilbert A., Jr. "Howard University Students and the Community Service Project." Journal of Negro Education, 36: 368-76, Fall 1967.

This report describes the involvement of Howard University in a five-year community service project in the second precinct in Washington, D. C., between 1961 and 1966. The project was planned to: (1) mobilize and assist the more than 160 churches in the area, (2) survey the residents and help them solve their problems, (3) contribute to family development, (4) initiate programs of self-help, (5) develop a model for other communities, and (6) provide a training facility for students. Many students worked as volunteers in research or in action programs in the community, particularly those involving youth. Other students worked as paid assistants in the project. The problems encountered revolved around matching the interests of students with programs, maintaining a high level of motivation, the length of time students could contribute, and the absence of a concrete administrative policy governing faculty and student involvement. The project showed that an urban university in collaboration with churches can effect some positive changes in social conditions and that residents can be motivated to help themselves.

Meister, Morris, and Tauber, Abraham. "Experiments in Expanding Educational Opportunity for the Disadvantaged." Phi Delta Kappan, 46: 340-3'2, March 1965.

The authors describe two programs at Bronx Community College: "Operation Second Chance," and the new "College Discovery Program of special guidance and instruction in the English language and mathematics for high school graduates who were denied admission to colleges. Sixty students received this instruction in the evenings during 1960-61; two-thirds went on to college education. In the College Discovery Program, 250 students who had not met normal admission requirements were sent to Bronx and Queensborough Community Colleges. Students received remedial help in college-level reading and mathematics. Those who seemed able to absorb them were permitted to enroll in college-level summer courses. In the fall, students were given as full a program as they seemed able to carry.

Nash, George and Patricia. Leads Columbia Could Have Followed. New York: Columbia University, Bureau of Social Science Research Reprint No. A-549, June 1968.

A description of community programs and community contacts entered by the University of Pennsylvania and Chicago University.

Progress and Evaluation Report, A Summary of Activities in Tennessee Under Title I of the Higher Education Act of 1965. An Historical and Evaluative Report of Fiscal Year 1966 and Fiscal Year 1967 Programs--July 1, 1965 to June 30, 1967. Knoxville, Tennessee: Tennessee University, August 1967.

The University of Tennessee, designated the state agency under Title I of the Higher Education Act of 1965, has administered in 13 months more than half a million dollars in approved programs, which provide continuing education and community service programs to advance higher education. A 20-member state advisory council, composed of academic, business, labor, and civic leaders, assists the state agency in developing and administering the Tennessee plan. The 21 proposals for 1966 involved the participation of 17 colleges and universities and 14 participated in the twelve, 1967 projects. Eleven of the 1967 proposals are continuations of those of 1966. Each Title I progress and evaluation report includes a statement of the problem, descriptions of program objectives, activities, identification, and status, institutional evaluation, and state agency recommendations. Program evaluations were prepared from data contained in the proposal form, the notice of activation, and the quarterly progress and evaluation reports with their attachments, including brochures, and evaluation instruments.

Reynolds, James W. An Analysis of Community Service Programs of Junior Colleges. Austin Texas: Texas University, Cooperative Research Project No. 333, 1959.

A concise description of the fundamental elements in the community service program activities of junior colleges was developed, and the problems associated with the development of such community programs were investigated. The study was based on the following questions: (1) of what does a community service program consist, (2) how comprehensive are these programs in terms of broad categories and in terms of people served, (3) what factors inhibit and what factors facilitate the development of these programs, and (4) what administrative machinery is used to supervise these programs. The project was exploratory in nature and involved a pilot study of three junior colleges in Texas, followed by further study using nine additional junior colleges in three different geographical areas of the country. Data were obtained from interviews and conferences, records, and questionnaires. Information sources were citizens, college faculty and students community agencies and organizations, government agencies, and others. The study produced a basis for evaluation of community service programs for junior colleges, and a recommendation was made for further study to design ways to associate the lower social classes with such services. Variables were noted among the schools in the study as to the nature of community program activities and their relationship to certain fields of education. These were attributed to school type, size, and location and to the personality pattern of the chief administrator. The study is useful in that it provides findings on class differences in participation and awareness of community programs sponsored by junior colleges. A consideration of the comprehensiveness of the community service programs reveals that the lower class benefits least. When service is measured in terms of the nature of the activity, it is seen that the upper

class participate most in avocational and civic activies, the middle and lower classes in avocational and vocational activities.

Urban Extension, A Report on Experimental Programs Assisted by the Ford Foundation. New York: Ford Foundation, October 1968.

This report outlined the experiences of eight universities--California at Berkeley, Delaware, Illinois, Missouri, Oklahoma, Purdue, Rutgers, and Wisconsin--and a nonacademic community development organization Action-Housing, Pittsburgh, which had received Ford Foundation Grants for urban extension programs. Each organization used the approach best suited to its size and structure, and the skills and talents of staff personnel. The most significant consequence of most of the experiments lay in helping local communities create structures for the war on poverty, enhancing the ability of universities to serve state and local governments in shaping community action programs to meet federal requirements, creating a working liason between the universities and government agencies, and crystallizing several critical questions which universities must resolve to function effectively in urban affairs. This document is also available from The Ford Foundation, Office of Reports, 477 Madison Avenue, New York, New York, 10022.

Surveys of High School Seniors on Plans for Future Education and Factors Affecting These Plans

Alexander, C. Norman, Jr., and Campbell, Ernest Q. "Peer Influences on Adolescent Educational Aspirations and Attainments." ASR, 29: 568-575, 1964.

A study of 1,401 senior, male students in 30 high schools in North Carolina revealed that: (1) the perceived characteristics of an individual's friends are associated with his own educational aspirations and expectations, and (2) the similarity in aspirations and expectations is even greater when his friendship choice is reciprocated.

Anderson, Kenneth E., Scannell, Dale P., and Casto, Lawrence T. "A Study of 6,750 Kansas High School Seniors in 101 North Central Association Schools." Kansas Studies in Education, Vol. 13, No. 3. Lawrence, Kansas: University of Kansas, June 1963.

A study revealing the opinions of Kansas high school graduates concerning the educational program that they were just completing in 1962 and their future plans. They were asked whether they would continue their education, if so, what kind of school would be attended; did they plan to continue in an institution outside of Kansas; what attitude did their parents have about their going to college; what was the influence of high school teachers on their plans; would parents help them financially; what field of interest would they follow; what were their attitudes towards borrowing money; and how would they rate the educational opportunities offered by their high school in preparing them for college work.

Cohen, Wibur J. "College Aspirations and the Future Demand for Higher Education." Journal of Higher Education, 19: 4-10, October-November 1962.

Discloses data from a national sample of 2,800 families taken in 1960 by the Survey Research Center Institute for Social Research at the University of Michigan on parents aspirations for the education of their children. Circumstances affecting educational expectations of parents are reviewed and related to parental choice of colleges and attitudes towards public education.

Douvan, Elizabeth, and Kaye, Carol. "Motivation Factors in College Entrance," in The American College, edited by Nevitt Sanford, New York: John Wiley and Sons', Inc., 1962

Considers what and who influence adolescents in their decision to attend a college and in their choice of a particular school. The authors argue that the particular meaning a college holds for the youth and their parents varies as a function of sex and social-class background.

Knoell, Dorothy M. Toward Educational Opportunity for All. Albany, New York: Argus-Greenwood Inc., Albany New York, 1966.

The study involves research into some of the realities of expanding educational opportunity in the State University, and an examination of the philosophic commitment of the State to the provision of universal opportunity for education beyond the high school. The specific purposes of the study were: (1) To find out from young people who might benefit from new types of post-secondary school experience and from their parents--(a) What their immediate plans are for employment, military service, or other activity after high school graduation; (b) what they perceive their need to be for further education or training; (c) The conditions under which they would be interested in obtaining additional education in a collegiate setting, e.g., the proposed urban colleges; (d) their evaluation of their high school and work experience prior to graduation; (e) personal and family characteristics which may be related to their aspirations and plans.-- (2) To survey the attitudes and opinions of faculty administrators and trustees of the public two-year colleges with regard to--(a) the proper role and functions of the community college in higher education, e.g., who should be admitted, and the relationship between transfer and terminal programs in the same institutions; (b) priorities to be given in adding programs and functions at levels and with characteristics which have not been clearly within the framework of State University programming in the past.-- (3) To assess the employment status of dropouts from two-year colleges, in terms of relationship of their college program to their field of employment and their plans for further education, whether in or out of college. (4) To find out the extent to which opportunity for college is now denied high school graduates solely on the basis of the nature of their preparation, i.e., in vocational or general studies programs, rather than the quality of their achievement in high school. (5) To explore the implications of manpower-labor force information--both statistical and evaluative--in the development of new post-secondary educational programs by State University. (6) To examine selected types of

programming for occupational education under noncollegiate auspices, e.g., the M.D.T.A. (7) To analyze problems of extending educational opportunity through the medium of background papers on student characteristics, curriculum issues, innovative techniques, student personnel, and the general philosophic dilemma of the community college.

Krauss, Irving. "Sources of Educational Aspirations Among Working Class Youth," American Sociological Review, 29: 867-879, December 1964.

Study based on questionnaire administered to 706 high school seniors in four San Francisco Bay Area high schools in 1959. Study found certain conditions in the family and the nature of the student's peer associations and his participation in school activities to be major sources of educational aspirations. Family influences include: (a) Status discrepancy, especially where the working-class mother is currently holding a nonmanual job, and also where the mother has had some college training while her husband has completed only high school. A history of downward mobility in the family, as indicated by a grandfather whose occupation was nonmanual, also favored working class youngster's college aspirations; (b) Family members, or friends of the family who had gone to college also influenced childs aspirations positively; (c) Father's occupational status: High occupational status within the working-class is associated with college aspirations in the offspring, and this relationship is strongest when the father has completed high school. Peer influences: (a) College-oriented working-class students were very likely to have aquaintances who also have college aspirations; (b) They tended to be extremely active in extra curricular activities; (c) They were more likely to be attending a predominantly middle class than a predominantly working class school.

Little, J. Kenneth. A State-Wide Inquiry into Decisions of Youth About Education Beyond High School. Madison, Wisconsin: University of Wisconsin, 1958. Cooperative Research Project No. 485.

Inquiry aimed to provide comprehensive information about the plans of Wisconsin youths for education beyond high school and was directed at both high school and college graduates at the end of the spring term, 1957. In the fall of 1957 a follow-up inquiry was made of the parents of a representative sample of the high school graduates to determine whether the graduates had followed through with the plans which they indicated in the spring and to inquire into the attitudes of the parents toward the desirability of a college education for their sons or daughters and to college education in general. In early 1958, a follow-up inquiry was also made of the high ability graduates who had indicated they did not plan to go to a degree granting college. Findings tend to support those of similar studies in that ability, parental education, and socioeconomic status are influential in determining who goes to college. Of those promising youth who did not go to college: (1) a great majority seven months later were employed in full-time jobs (76% of the girls; 95% of the boys); (2) Many of these high school graduates were attending a college or a vocational or trade school on a part-time basis. Others

were attending full-time; (3) Fifty-five per cent of the boys in this group expressed dissatisfaction with their future in their present jobs and expected to get further training; whilst 75 per cent of the girls expressed satisfaction with their work. From 1/3 to 1/2 of these graduates said that they would get a college education if they could have financial assistance.

McConnell, T. R. "Problems of Distributing Students Among Institutions with Varying Characteristics." North Central Association Quarterly 35: 226-38, January 1961.

Provides a concise overview of the results of many of the recent studies dealing with student and institutional characteristics. Study notes that institutions are differentially selective with respect to such student characteristics as aptitude interests, values, social background and intellectual disposition. Differences in college environments were also pointed out. The question of fitting the student to the college so that optimal student development might be realized is also considered.

Medsker, Leland L, and Trent, James W. The Influence of Different Types of Public Institutions on College Attendance from Varying Socioeconomic and Ability Levels. Berkeley, California: Cooperative Research Project No. 438, Center for Research and Development in Higher Education, 1965.

Primary purpose of the research was to investigate the immediate careers of high school graduates and to note possible relationships between the graduates' pursuit and their personal characteristics, family background and various environmental factors. An area of major concern was the identification of factors which appear to bear on college attendance, especially as these varied from one community to another according to the types of public college(s) located in the community. Fourteen midwestern communities with similar demographic and industrial features plus two California communities were included in the study.

Instruments: Questionnaires, (3 sets) plus academic aptitude tests, class rank, and personality inventory performance.

Findings: Father's education and occupation most important influence followed by mother's education, amount and type of reading in the home, socioeconomic level, and sex. Graduates in communities with public junior colleges were most likely to continue their education; the communities with state colleges were next in line. The relative impact of the junior college on men and on young people from low socioeconomic homes, particularly those with high ability, was striking. The findings suggest that the factors associated with college attendance are multiple, complex, and interrelated. The role of the family is most significant as seen in its many facets--the socioeconomic and educational status of the parents, the home's cultural background, the religious preference of the family the advice and encouragement given by parents, and their aspirations for their children.

Stroup, Francis, and Andrew, Dean C. Barriers to College Attendance: The Report of a Study of Factors Related to Educational Discontinuance of College Ability High School Students. Cooperative Research Project No. 008, 1958.

Study based on questionnaire forms submitted in April to members of the 1957 senior class of Arkansas High Schools which participated in the state-wide testing program. Usable questionnaires were received from 12,746 seniors. Purpose of the study was to investigate factors related to educational discontinuance of college-ability high school seniors. The study found that male high school graduates attend college in greater proportions than female graduates, graduates living in cities attend college in greater proportions than those living in rural areas, and that graduates with high scores on recognized measures of college ability attend college in greater proportion than those with low scores. Attending a school of low enrollment or a school with a low academic classification, following a terminally oriented high school curriculum, being older than the average high school graduate, and being a member of a low income family are barriers to college attendance. A college proneness test based on these findings was constructed. The report includes questionnaire forms and College Proneness Test as well as survey results.

Wright, Wendell W., and Jung, Christian W. Why Capable High School Students Do Not Continue Their Schooling. Bloomington, Indiana: Bulletin of the School of Education, Indiana University. Division of Research and Field Studies, Indiana University, 1959.

Students, parents, and high school officials were interviewed in an effort to determine the reasons why certain youths who ranked in the upper 10 per cent of the 1965 high school graduating classes of Indiana did not continue their education beyond the high school. Of this group of students 875 were included in the study. Answers to the following questions were sought: (1) What per cent of capable youths fail to continue their education beyond the high school? (2) What are the causes of their failure to continue? (3) What measures can be taken that may help encourage students to continue their education? (4) What has been done by the school or home to encourage these youths to continue? Findings confirm general trends noted in other studies.

Yamamoto, Kaoru (ed.) The College Student and His Culture: An Analysis Boston: Houghton Mifflin Company, 1968.

The editor's selection of 39 items from recent literature constitutes a significant contribution to the much needed broadening of the evolving literature of commentary and analytical descriptions of both student life, shown to be complex systems of interpersonal relationships, and the campus--a peculiar societal system. The selections are subsumed under the headings: The American College: Change and Challenge (3 selections); The College's Clientele: (5 selections); Students and Colleges: Homogeneity and Heterogeneity (11 selections); Transition and Change in the College Years: Possible and Probable (12 selections); Those Who Leave: Stories of Fulfillment and Frustration (4 selections);

colleges of Tomorrow: Higher Education for Everyone? (4 selections). See especially Part II, Section B, Krauss, Irving. "Educational Aspirations of Working-Class Youth," p. 83-104. Herriott, Robert E. "Some Social Determinants of Educational Aspiration," p. 105-124. The latter reviews briefly literature related to educational aspiration of youth and establishes a general theoretical model which relates aspirations to the level of self-assessment relative to others and the level of expectations that he perceives significant incumbents of relevant counter positions to hold for his behaviour. The theory is tested empirically and implications for the application of findings through practical educational programs are discussed.

Studies of Community Perceptions of Universities

Nash, George, and Epstein, Bynthia. Harlem Views Columbia University. New York: Columbia University, Bureau of Applied Social Research, 1968.

In an effort to determine what citizens in Harlem thought of Columbia University, a random sample of 228 telephone owners in Central Harlem was interviewed by Phone: 93 per cent of the respondents were black, 3 per cent were Puerto Rican, 2 per cent white, and 2 per cent were not identified.

Results: In answer to the question, do you have any general feelings about Columbia University, only 30 per cent gave an evaluative answer indicating that most people in Harlem do not feel either positively or negatively about Columbia. However those who did have opinions were twice as likely to view Columbia negatively as they were to have good feelings. On the issue of the construction of a gym in Morningside Park by Columbia, 48 per cent favored the gym, 26 per cent were opposed and 27 per cent were undecided or didn't know. Of those who favored the gym 58 per cent said that facilities should be shared equally, 7 per cent said there should be joint planning and/or control of the gym and 6 per cent said that there should be no racial discrimination involved in the use of the gym, and 34 per cent gave unconditional approval. Those who were opposed to the gym construction said that their opposition rested basically on the fact that park land would be used or taken away from children or that Columbia has engaged in land grabbing. Asked, do you think Columbia University is helping or hurting Harlem, 36 per cent didn't know, 27 per cent specifically said Columbia was hurting Harlem, 12 per cent said Columbia was helping Harlem, and 2 per cent said it was both helping and hurting. In answer to the question, whom should Columbia deal with in Finding out what Harlem wants, 35 per cent could suggest no one, 10 per cent suggested Mayor Lindsay, 12 per cent suggested Harlem leaders and politicans, 7 per cent cited civil right leaders and 31 per cent suggested that Columbia should deal with the people or with committees of the people.

Murdoff, Virginia F. A Study of Community Opinion Concerning Junior College Functions. Napa, California: Napa Junior College, 1967.

A survey to determine what the community understands of the local junior college and its functions was conducted by personal interviews with 367 randomly selected householders. Of those interviewed, 52.6 per cent had no opinion on the college, 37.9 per cent felt that the college was performing well, or adequately, and 9.5 per cent felt it was not. In many cases, those who expressed an opinion gave no reasons for their conclusions. After replies were classified by age, income, education, and information source of the respondents, it was found that no particular segment of the population was more grossly uninformed than another. The need for more public information on the college was apparent.

Paetz, Carl G. A Comparison of Perceived Educational Values of Community College Students, Their Parents and Faculties in Five Oregon Community Colleges. Eugene, Oregon: Oregon University, Document No. 66-12978, June 1966.

A questionnaire was used to determine the extent of agreement on perceptions of educational values held by students, their parents, and faculty. Its two parts were: (1) Demographic data, and (2) Twenty-three educational values under 3 headings--The value of: (a) Junior college, (b) a college education, and (c) a particular college. The replies were analyzed by sex, high school grades, career aspirations, parental occupation, parents education, and faculty teaching fields. Tables show the number of respondents, their replies and the findings. The conclusions are that: (1) Students are realistic in their value rankings, (2) more females than males feel it important to live at home, (3) student's rankings were closer to their parents' than to the faculty, and (4) students are not realistic in their career choice. It was also found that: (1) students and faculty agree on the importance of personal instruction, (2) students err in perceiving their parents' values, and (3) in spite of differences on specific items, all three groups agreed significantly on the overall ranking of values. Further research is needed to show student perceptions of faculty values, values of students in 4 year colleges and in urban junior colleges, and the colleges' degree of success in meeting these values.

University Extension Programs

Carey, James T. Forms and Forces in University Adult Education. Tallahassee, Florida: Center for the Study of Liberal Education for Adults, 1961.

A study, undertaken in 1957 to determine the attempt being made by university adult educators to foster liberal education. A number of factors were isolated for examination namely; the source of control and organization of the adult division, the community context of the adult program and the caliber and local status of the adult dean or director. The study developes a measure of effective liberal education; gives a critical review of existing literature in the field of adult education and attempts to develop and test meaningful hypotheses on the development and form of adult extension programs.

Dahle, Thomas L. "Report on Research Project Concerning Faculty Attitudes Toward the Division of Continuing Education at the University of Oregon, Eugene." Paper presented at the National Seminar in Adult Education Research, Chicago, February 11-13, 1968.

Study undertaken at the University of Oregon to determine faculty attitudes toward the division of continuing education, and its activities, including such considerations as the quality of instruction in the divisions credit courses, the rigor of grading, and the quality of the student it serves. Faculty members were also queried as to their view of the relationship between the division of continuing education and the primary function of the university, and data were obtained on age, sex, academic discipline, years of college teaching, academic rank, and major occupation (teacher, researcher or administrator). Usable questionnaires were returned by 130 respondents. Favorable attitudes correlated significantly with sex (women), discipline (professional schools), age (older faculty), and rank (associated profession), but not with the other variables. Need for further research and improved public relations is seen.

French, Raymond W. The Evening College and the Community College--An Examination of the Conflict in New York and a Projection for New Jersey. New Brunswick, New Jersey: Rutgers, The State University, June 1965.

Interviews with 14 evening college and three community college deans were conducted to determine: (1) the nature of conflicts between the two types of institutions, (2) the effects of the community colleges on the evening colleges in New York, and (3) areas of possible conflict expected with the establishment of junior colleges in New Jersey. Twelve evening college deans felt that loss of lower division students would cause their institutions to become primarily upper division in character. Evening deans felt that it was too early to assess the affect of community college transfer students. The private evening colleges in New York were most seriously affected by enrollment losses and have entered into close cooperative agreement with community colleges. New Jersey evening deans expected the loss of some beginning students followed by gains in transfer students. Evidence of disagreement as to community college roles in non-credit programs and vocational education indicated the possibility of future conflict. The author recommends the development of: (1) clear guidelines for articulation, and (2) procedural arrangements between the two types of institution. He concludes that community colleges should be comprehensive but should not offer courses above the lower division level.

Lackey, Katharine. Community Development Through University Extension. Carbondale, Illinois: Community Development Publication 3, Southern Illinois University, 1963.

Study of a cross-section of programs in community development in state university extension in 1958. Gives sketches of Community Development Programs and Community Services in University of Michigan, University of Wisconsin, Pennsylvania State University.

Indiana and Purdue University, University of Nebraska, University of Washington, Southern Illinois University, Kansas State University, Northern Michigan College, Michigan State, University of Utah, and University of Minnesota. Discusses similarities in programmes, i.e., the community always initiates the request for assistance, participates and is involved in the programme, and exercises self-determination. All programmes studied had leadership training as a focal point. Suggestions are made for further research especially a broad study of the interrelations of the university and the community.

National University Extension Association. Proceedings of Annual Meeting at University of Michigan, April 1967. Ann Arbor, Michigan, 1967.

Experts discuss issues and ideas affecting the role of higher education in helping to improve communities. A proposed college-public service training program would engage students (mainly university undergraduates) in seminars, workshops, and practical service to the community. Two assessments of the outlook for community service and planning policy under Title I of the higher education act of 1965 give evidence of both success and failure in developing comprehensive interdisciplinary programs founded on the basis of social change.

Senecal, Robert, and Smith Harry. New Dimensions in Community Development. Minneapolis, Minnesota: Iowa University, Institute of Public Affairs, Extension Association, 1966.

Conference proceedings on the role of university extension in community development outlined principal issues and current projects of the division of community development of the National University Extension Association. Adult education was discussed, as related to implementation of community development proposals under title I of the higher education act of 1965. A university of Oklahoma plan for comprehensive interdisciplinary urban extension work in Tulsa was described, as was a Michigan State University program designed for University involvement in solving human relations problems on the community level, community development activities of West Virginia University through the Applachian center, and Southern Illinois University and University of Wisconsin training programs for office of Economic Opportunity staff. Suggestions for the prospects and directions of university-based community development programs were included.

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Center for Urban Education. Urban Universities and the Community, New York: 105 Madison Avenue, New York 10016, 1968.

Eric Clearing-house on Adult Publications. Community Education for Adults. Number I. Current Information Sources. Syracuse, New York: Syracuse University, November 1967.

An annotated bibliography contains 30 indexed and abstracted entries on numerous aspects and concerns of community education for adults including community development in the United States and abroad. Manpower development, leadership and professional training, educational and information needs, dynamics of social change, community planning and action, and the functions and purposes of urban, rural, and university extension.

Meeth, Louis Richard. Selected Issues in Higher Education, an Annotated Bibliography. New York: Teachers College, Columbia University, 1965.

Selected readings on the establishment of policy in, and the operation of, colleges and universities.

Office of Education. Reporter, Clearinghouse of Studies on Higher Education. Washington, D. C.: U.S. Government Printing Office, 1965.

Roueche, John E. The Junior and Community College A Bibliography of Doctoral Dissertations 1964-1966. Washington, D. C.: American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D. C. 20036, 1967.

Thiede, Wilson and Meggers, John. "Research and Investigation in Adult Education." Adult Education, Vol. 15, No. 4: Summer 1965.

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Barnett, A. W. "They Don't Hear the Music; The Plight and Possibility of Liberal Education." Educational Record, 49: 177-88, Spring 1968.

Bashaw, W. L. "Effect of Community Junior Colleges on the Proportion of the Local Population Who Seek Higher Education." Journal of Educational Research, 58: 327-9, March 1965.

Bebout, John E. "Urban Extension: University Services to the Urban Community." The American Behavioral Scientist, 6: 24-45, February 1963.

Brubacher, John Seiler. Bases for Policy in Higher Education. New York: McGraw Hill, 1965.

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